

Title III Local Educational Agency Improvement Plan Addendum

Directions: Address the topic requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item. All Title III Year 2 LEAs must submit a copy of the IPA (in Microsoft Word format) to their Title III Regional Lead and to CDE at TIIY2@cde.ca.gov.

1. **Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs)** (Five page maximum for this item).

A. Analysis of data based on the CELDT, CST, CMA, and problems found

Our School Leadership Team examined the results of the CELDT, CST, CMA and conducted the ELSSA, before beginning discussion and further analysis of the data with the instructional staff. The findings were used to draft our IPA.

B. Strengths and weaknesses of our current plan

- i. Instructional program implementation
- ii. Instructional strategies
- iii. Professional development
- iv. Parent involvement

The analysis of our data and dialogue with staff at all levels showed us that the strengths of our current plan include:

- School-wide book clubs and Socratic Seminars
- Varied vocabulary instruction strategies
- Standards aligned materials and instruction
- SDAIE and SIOP lessons plans and delivery
- Quality professional development on direct instruction, offered by the KIPP Foundation (network headquarters)

Weaknesses of our current plan

The analysis of our data indicated that the greatest weaknesses in our plan include:

- ELD
- Intervention in ELA and mathematics
- ELA and math instruction

- Teacher placement, ongoing support, professional development

We decided to focus on teacher development and support, and intervention in ELA and mathematics.

Program Implementation

English

1. *Even though we feel our school-wide book clubs and Socratic seminars were very successful in developing our students' critical thinking skills, they did not allow our English Language learners the opportunity to develop the necessary vocabulary skills that are vital to language acquisition, reading comprehension, and self-expression. Our analysis of these Socratic seminars and book club sessions revealed that often our native English speakers and the facilitator dominated the discussions, leaving little time for our English language learners to synthesize their learning and to practice their speaking skills.*
2. *In previous years, we were very intentional in our vocabulary instruction through our daily vocabulary workshops and our school-wide focus on the study of root words, prefixes, and suffixes. However, as our students' vocabulary improved, as indicated by our state achievement tests scores, we started to focus more on broader literary skills such as, textual analysis and critical thinking skills. This shift in our language development focus may have caused some of our English language learners to falter.*
3. *In addition, our analysis revealed that we did not have intentional and particular English language learner goals embedded in our SDAIE lesson plans. In the absence of specific language development objectives, our English language learners did not develop at a desired and measurable rate.*
4. *In order to deliver the type of English language development that would most benefit our students, our staff needed more professional development in specific ELD strategies and school-wide systems. Our annual KIPP conference is very valuable to our growth as professionals, however our analysis indicated that we did not regularly attend additional and ongoing professional development opportunities to support our learning and to build new skills.*
5. *We were not strategic in matching teacher skills and strengths with the needs of specific groups of students.*

Math

- *Analysis of our math results and our program offerings revealed that in addition to weakened first instruction, we may have lessened the intensity and regularity of our before and after school tutoring program which had yielded positive results in the past.*
- *Our findings indicate that one major area of weakness was teacher assignment and training. Unfortunately, without ongoing professional development, our teachers struggled to consistently provide the type of mathematics instruction that allowed for different learning styles and that met the needs of our underperforming English language learners. Given the rigor of our academic program, and mathematics in particular, our teachers are often challenged with the need to cover the academic content while remaining sensitive to the academic skills of all students.*
- *There was inconsistency in first instruction in math due to a teacher's long-term illness and the skills deficit of replacement teachers.*

C. Factors that prevented the local agency from achieving the Annual Measurable Achievement Objectives (AMAOs)

As described above, the following factors contributed to our failure to meet AMAO's:

- Lack of fully-developed support for EL students
- Lack of intervention strategies in ELA and math
- Lack of implementation for research-based ELD instructional strategies
- Lack of professional development in differentiating instruction in ELA for ELS at different proficiency levels

D. Conclusion

KIPP Adelante has always prided itself on its palpable school culture of respect and high achievement. Unfortunately, we were not always able to maintain our high expectations in either area as our staff often found themselves more focused on redirection of behavior than on instruction.

These findings are of great concern to us and have lead us to make the necessary changes in the following areas:

- *teacher re-assignment,*
- *teacher training and support**
- *ELD instruction*
- *academic and behavior interventions*

We are confident that with consistent attention to the areas listed above will see a marked improvement in student achievement.

**We created a new teacher support position - Dean of Instruction and Assessment (D of I and A). This staff member is focused on the delivery of quality instruction through observation, teacher coaching, data collection, analysis, and reporting.*

| Educational activities to improve English proficiency and academic achievement | Timeline | Person Respon-sible | Funding Sources and Estimate | Progress Reports (to be completed periodically through June 30, 2011) |
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| <p>2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p> | N/A | N/A | N/A | |
| <p>Objective: Full and consistent implementation of standards-based ELD instruction to all ELs at all grade levels.</p> <ol style="list-style-type: none"> 1. The school will identify clear criteria for placing students into ELD classes CELDT, Reading/Language Arts assessment scores 2. Students new to the school will be assessed prior to placement in ELD classes. 3. The school will ensure that all teachers receive training in ELD instructional strategies. 4. The school will ensure that all teachers of ELD have sufficient standards-based materials for each student in their classes. <p>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA) (AMAO 3; ELSSA)</p> <p>Objective: A variety of Reading/Language Arts intervention options will be designed and implemented for ELs to ensure that they access grade level R/LA curriculum.</p> <ol style="list-style-type: none"> 1. Staff will assess students' reading levels twice each year using analytical reading inventories. 2. Staff will ensure that ELs have access to R/LA interventions at all grade levels. 2. Staff will develop clear entry and exit criteria for R/LA interventions. 3. Staff will identify progress-monitoring assessments in R/LA and ELD. | <p>July 2011</p> <p>July 2011</p> <p>July 2011 and ongoing</p> <p>August 2011</p> <p>Fall 2011 Spring 2012</p> | <p>School Leader + ELA Dept.</p> <p>Dean of I and A* Reading teachers</p> <p>Dean of I and A* and reading teachers</p> | <p>General State Per Pupil Funding, \$10,000</p> <p>General State per pupil funding</p> | |

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| <p>*Please see page 3 for information on the Dean of Instruction and Assessment.</p> | | | | |
| <p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</p> <p>At KIPP Adelante, strategies to improve academic achievement in mathematics will include:</p> <p>Rigorous Standards. As a college preparatory middle school, our math curriculum addresses the needs of all students at the school by ensuring that they are well prepared for rigorous high school programs. Our rigorous standards means that after students are brought up to grade level (most come to us well below) they then accelerate beyond: all students, for example, complete an Algebra I class, a gatekeeper for college-prep high school classes.</p> <p>Integrating Mathematics and Literacy. Integrating mathematics and literacy will help students develop an understanding of math concepts. Specifically, the integration of vocabulary into the math class familiarizes students with the</p> | <p>Daily lesson plans with differentiated instruction including centers and scaffolding for all student levels.</p> <p>Weekly assessments on standards</p> | <p>School Leader + Math Dept.</p> | <p>No Funding Required</p> | |

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| <p>“language of math” and provides them with the foundation to succeed in class. English literacy and mathematics allows all students to develop their problem solving and critical thinking skills.</p> <p>Differentiated Instruction. Teachers will also effectively utilize differentiated instruction to meet the needs of all levels of learners. For example, in addition to direct instruction and small group tutoring sessions, students receive instruction via teacher-selected online instructional programs.</p> <p>Regular Assessments. In addition, teachers will regularly administer “readiness checks” or quizzes to assess student progress. Individualized help or assignments are then given based upon the results of these checks. As a result, all students are fully included in the classroom learning environment. Additionally, to evaluate student learning, we perform benchmark assessments and analyze results every five weeks.</p> <p>Structured Learning Environment. To complement the rigorous math curriculum, KIPP Adelante students are immersed in the KIPP culture of teamwork, high expectations and achievement. This positive environment plays a significant role in contributing to their success.</p> | <p>that were taught that week.</p> <p>Benchmark exams every 5 weeks covering all standards previously taught.</p> | | | |
| <p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</p> <ul style="list-style-type: none"> Every staff member attends the annual KIPP Summit training, held in various cities throughout the country, at the beginning of each school year. Sessions at these conferences are based on best practices and research-based strategies throughout the field of education and particularly within the KIPP network. <p>Recent sessions at this conference included:</p> <ul style="list-style-type: none"> -Rethinking Language Development -Fluency Instruction for Grades K-5 -Teaching Struggling Readers -Using Math Centers Creatively and Effectively -How to Teach Algebra in a Concrete Way -Read Me a Story, Show Me the Math -How You Teach is as Important as What You Teach | <p>Annually</p> | <p>KIPP Foundation staff</p> | <p>Professional Funding \$20,000</p> | |

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| <ul style="list-style-type: none"> • Each of these conferences has a dynamic and renown educational leader as its keynote speaker. Most recently the keynote speaker was Dr. Gloria Ladson Billings. Dr. Billings inspired all attendees with her perspective on the term “racial achievement gap” and passionately reminded the audience of its accountability to see that all students thrive to and through college as actualized, democratic citizens. Perhaps her most poignant statement to the audience was “when children dream, they dream in their first language.” Since “Dream Big” is one of our school’s mottos, Dr. Billings’ words naturally served as the foundation for our academic planning at the beginning of the school year. • English and Math teachers attend KIPP training retreats at least once a year. These opportunities are designed to bring teachers together to learn new strategies in their specific content areas. • When possible, teachers are able to visit other schools (KIPP and non-KIPP) to observe effective teaching strategies and to engage in constructive conversations about student achievement. • When possible, teachers attend training offered through the California Department of Education. For example, one of our English teachers attended training on research-based approaches to improving education for English learners. • Whenever teachers attend professional development they provide a mini - session to the staff within a month of their training. This time period allows the teacher a chance to implement and evaluate some of the strategies before sharing them with the staff. • The KIPP network has developed a way of sharing best practices and researched-based strategies through an Internet - based system called KIPP Share. Teachers are able to access relevant lesson plans, view actual teaching, and ask and answer questions of their peers. This is particularly helpful to KIPP Adelante staff, as many of the other KIPP schools’ populations are largely English learners and the staffs are facing similar instructional challenges. • Teachers meet in grade levels and departments to analyze the results | <p>As scheduled throughout the year</p> <p>December 2010</p> <p>Ongoing</p> <p>Every 5-6 weeks</p> | | <p>Professional Development Funds</p> | |
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| <p>staff or another teacher who speaks the parent’s language. As more and more of our parents obtain Internet access, emails are becoming another valuable means of communication.</p> <ul style="list-style-type: none"> • The school leader holds conferences with parents and strives to make positive phone calls home on a regular basis. When corrective measures are needed, parent contact is immediate and respectful. When needed, a translator is present for conferences and phone calls. • The school leader attends all parent meetings scheduled by other staff members and is available for conversations before and after these meetings. • When possible, staff members attend important events in the lives of their students, e.g. sporting events; KIPP alumni school presentations, award ceremonies, and family gatherings. • Parents serve as chaperones on our local and end of the year field lessons, in and out of state. • Each teacher sends home a weekly progress report with each student. This report is a user-friendly glimpse of the student’s progress and serves as an easy talking point for the teacher and the parents. This document also includes the teacher’s cell phone and brief notes, when necessary, in the parents’ language. • Parents receive copies, with explanation if needed, of all standardized test results. We have a full-time staff person dedicated to assisting students and their parents with the high school application process, including how to seek financial assistance. We offer continued academic and emotional support to our alumni, now totally over 300 students in grades 9-12. • Each grade level regularly sends home a newsletter, written in English and Spanish that highlights the specific learning taking place in each class. These newsletters regularly include invitations for parent involvement. | | | | |
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| <ul style="list-style-type: none"> • Each grade level holds monthly “Office Hours” sessions. Teachers make themselves available from 4:00 -7:00 PM on these nights for parents to drop by the school to ask any questions or to address any concerns. There is always at least one staff member present who speaks the parents’ language. • Our school is committed to hosting at least one parent event each month. Examples of these events are Back to School Night, Math and Science Night, English and History Night and High School Night. Parents are also invited to join our staff and the students on their Ravenous Reader trips (see earlier reference) to the local bookstore. • Our bilingual office staff is our first line of communication with our parents. They field questions, calm concerns, schedule meetings, and serve as translators when needed. One of their major tasks is translating the documents that are sent home to parents. • We offer a PIQE (Parent Institute for Quality Education) course for our parents. This six-week program is a great opportunity for our parents to get a better understanding of their roles as parents and teachers, and how they can become active members of their child’s academic team. • We are also in the discussion stage of a partnership with Barrio Logan College Institute (BLCI), an organization designed to help families support the academic achievement of their students. This organization is located in our school’s targeted population’s neighborhood. | | | | |
| <p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> |